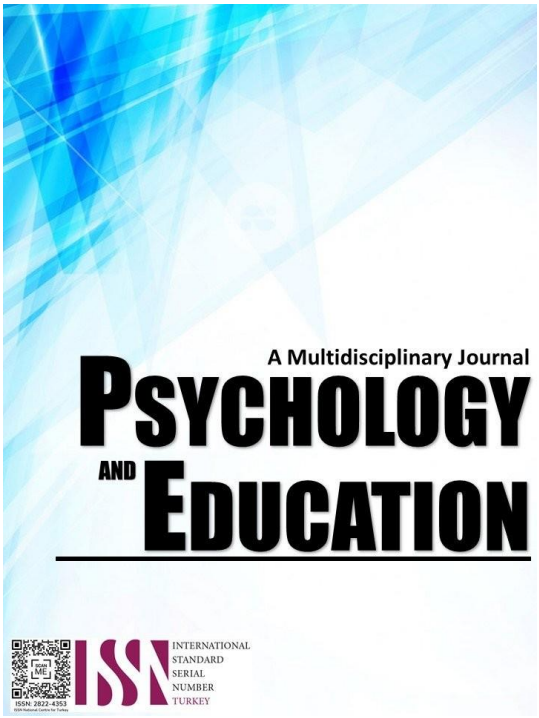
TEACHERS' RESILIENCE TOWARD JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT



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Research Article

Teachers' Resilience toward Job Satisfaction and Organizational Commitment

Cheryl Ruth D. Bacolod*, Cornelio R. Rollo, Geraldine D. Rodriguez
For affiliations and correspondence, see the last page.

Abstract

The purpose of this study was to determine the level of teacher's resilience towards job satisfaction and organizational commitment in Maitum East District, Division of Sarangani for the school year 2022-2023. This study employed quantitative research approach utilizing descriptive correlational survey design. The respondents of this study were 81 public school teachers from 7 different school in Maitum East District namely: Kiayap Elementary School, Kipalkuda Elementary School, Linao Elementary School, Malalag Central Element ary School SPED Center, Pangi Elementary School, Sison Elementary School and Virginia Tañedo Garcia Elementary School. Slovin's formula was utilized to get the desired sample of the population. Based on the results of the study, the level of teacher's resilience was high in terms of personal competence, skills and peer support, family cohesion, and spiritual influences was high. The level of job satisfaction was high in terms of security, work environment, job responsibilities, and community attachment/linkages. The level of organizational commitment was high in terms of affective, continuous, and normative commitment. Furthermore, there was a significant relationship between teachers' resilience and job satisfaction, teachers' resilience and organizational commitment, and job satisfaction and organizational commitment.

Keywords: *educational management, teachers' resilience, job satisfaction, organizational commitment*

Introduction

Job satisfaction and organizational commitment among teachers are universal concerns that stem from heavy workloads, limited resources, and insufficient support systems, all of which contribute to reduced motivation and alarming turnover rates. Effectively addressing these issues necessitates a collective endeavor. Creating supportive conditions, such as managing workloads and class sizes, offering mentorship programs, and providing opportunities for continuous professional development, can significantly enhance teacher well-being and job satisfaction (Kyriakides et al., 2020; Du et al., 2019).

However, teacher job satisfaction and organizational commitment cannot be overstated as they enhance instructional quality, foster a positive school environment, and contribute to student success. These factors have a far-reaching impact on the education system, benefiting educators and students. Job satisfaction boosts motivation, engagement, and productivity, positively influencing student learning outcomes. Commitment fosters loyalty and dedication, enhancing institutional stability and effectiveness. Additionally, these factors reduce teacher turnover, ensuring a consistent learning environment and nurturing long-term educator-student relationships (Nguyen et al., 2020).

On the other hand, job satisfaction and organizational commitment are essential components of teacher resilience. Teachers who are satisfied with their jobs and feel committed to their organization are more likely to remain in the profession and to be resilient in the face of challenges. According to research, job satisfaction is positively correlated with teacher retention, while organizational commitment is linked to teacher effectiveness and job performance. Additionally, job satisfaction and organizational commitment provide teachers with a sense of purpose and motivation, which helps them stay resilient in the face of stressors and challenges. Therefore, promoting job satisfaction and organizational commitment among teachers is critical for supporting their resilience and improving education quality (Epstein, 2019; Kiejzer et al., 2023).

In the Philippines, Filipino teachers face challenging conditions such as overcrowded classrooms, limited resources, and inadequate salaries, which lead to low job satisfaction and a lack of commitment. Addressing these working conditions support teacher resilience, job satisfaction, and organizational commitment. The highly stressful teaching profession can lead to burnout, and teacher resilience is vital to prevent this and ensure quality education. Education is critical for social and economic development in the Philippines, and resilient, satisfied, and committed teachers are more likely to provide high-quality education that leads to positive outcomes (Baluyos et al., 2019).

The study fills a crucial research gap by examining the intersection of teacher resilience with job satisfaction and organizational commitment, which often needs to be explored in education research. The urgency of this study is heightened by the pressing need to understand how teachers' resilience factors affect their overall well-being and dedication, particularly in the face of evolving educational challenges and the unique stressors brought about by events like the COVID-19 pandemic. Insights from this research have the potential to inform policies and practices that enhance teacher retention, well-being, and, ultimately, the quality of education in a rapidly changing world.

Thus, the researcher conducted this study to determine the level of teacher resilience in Maitum East District regarding personal competence, social competence, family coherence, social support, and personal structure toward job satisfaction regarding altruism, conscientiousness, task performance, and organizational commitment. Furthermore, this study determined the significant relationships

between the variables.

Research Questions

This study aimed to determine the significant relationship between teacher's resilience and job satisfaction, teacher's resilience and organizational commitment, and job satisfaction and organizational commitment of teachers in Maitum East District, Division of Sarangani, for the school year 2022-2023. Specifically, the following objectives were formulated:

1. To determine the level of teacher's resilience in terms of:
    1.1. personal competence;
    1.2. skills and peer support;
    1.3. family cohesion, and
    1.4. spiritual influences
2. To determine the level of job satisfaction of public school teachers in terms of:
    2.1. security;
    2.2. work environment;
    2.3. job responsibilities, and
    2.4. community attachments/linkages
3. To determine the level of organizational commitment among public school teachers in terms of:
    3.1. affective commitment;
    3.2. continuous commitment, and
    3.3. normative commitment
4. To find out the significance of the relationship between:
    4.1. teachers' resilience and job satisfaction;
    4.2. teachers' resilience and organizational commitment; and
    4.3. job satisfaction and organizational commitment.

Methodology

Research Design

This study employed a quantitative, non- This study utilized a descriptive correlational survey design as part of a quantitative research methodology. Quantitative research aims to collect numerical data that can be analyzed statistically and generalized to different populations. The researcher in this design had a straightforward research question and meticulously planned all data collection aspects. This design helped investigate causal relationships, predict future outcomes, or generalize concepts (Cooksey & Cooksey, 2020; Swart et al., 2019).

In quantitative research, closed-ended questions are often favored, as respondents can only provide detailed, open-ended responses if presented with a predetermined list of options. This approach ensures a more efficient quantitative research process than qualitative-type open-ended questions, eliminating the labor-intensive coding of many open-ended responses. Nevertheless, quantitative research designs commonly allow for an "Other" category in the answer options, permitting respondents whose answers do not align directly with the main categories to accurately contribute their responses (Swart et al., 2019).

Further, quantitative research designs often reflect a deterministic philosophy rooted in the post-positivist paradigm or school of thought. Post-positivists examine the causes and how different causes interact and influence outcomes. The post-positivist paradigm posits that reality can be discovered only imperfectly and probabilistically. The approach is typically deductive - where most ideas or concepts are reduced into variables, and the relationship between or among them is tested (Sürücü & Maslacki, 2020).

On the other hand, a descriptive correlational survey was designed as a research methodology to describe the relationships between variables of interest without necessarily establishing a cause-and-effect relationship. Data is gathered from a sample of respondents using survey questionnaires or interviews, and descriptive statistics and correlation analysis are used to analyze the data. The primary goal of this design was to describe a population's characteristics and the associations between variables in that population (Bloomfield & Fisher, 2019).

Correlational studies serve as a vital research strategy for exploring relationships between variables, typically without manipulation by the researcher. This non-experimental approach involves measuring two or more variables and examining their statistical relationship independently of other factors. Unlike experimental designs, where the researcher controls variables, correlational research allows observing naturally occurring associations. However, correlational studies cannot establish causality as they do not involve the manipulation of variables. Despite this limitation, they are invaluable for exploring complex relationships and generating hypotheses for further investigation. (Seeram, 2019).

Respondents

The respondents of this study were 81 public school teachers, male or female, aged 23-55 years old, from the seven different schools

in the Municipality of Maitum. Seven teachers from Kiayap Elementary School, nine teachers from Kipalkuda Elementary School, eight teachers from Linao Elementary School, seven teachers from Pangi Elementary School, 34 teachers from Malalag Central Elementary School SPED Center, eight teachers from Sison Elementary School, and eight teachers from Virginia Tañedo Garcia Elementary School. Slovin's formula was utilized to get the desired sample of the population. From 101 teacher-respondents, the final number of respondents was 81. Below is the distribution of the respondents. The Slovin formula was utilized to ascertain the sample size required for a given population to achieve the desired level of precision in a survey or research study. It is beneficial when the population is large and impractical or impossible to survey the entire population (Anugraheni et al., 2023).

Table 1. *Distribution of the Respondents*

School	*Number of Respondents*	
	N	*n*
Kiayap Elementary School	8	7
Kipalkuda Elementary School	11	9
Linao Elementary School	10	8
Pangi Elementary School	9	7
Malalag Central Elementary School SPED Center	43	34
Sison Elementary School	10	8
Virginia Tañedo Garcia Elementary School (VTG ES	10	8
Total	101	81

The researcher set the inclusion criteria for the selection of the respondents: male or female, regardless of religion and ethnicity, ages 25-40, who were public school teachers currently teaching at Kiayap Elementary School, Kipalkuda Elementary School, Linao Elementary School, Pangi Elementary School, Malalag Central Elementary School SPED Center, Sison Elementary School, and Virginia Tañedo Garcia Elementary School.

Conversely, specific individuals were excluded from this study, including public school teachers aged 24 and below and those 41 and above. Additionally, respondents who were unable or unwilling to consent or cooperate in data collection were excluded from the study.

Nevertheless, respondents had the right to withdraw from the study at any stage without providing a reason. Any respondent who chose to withdraw was assured that their decision would not have any negative consequences or impact on their relationship with the school or program. Furthermore, if any respondents displayed discomfort, distress, or emotional unease during the study, appropriate measures were taken to support and ensure their well-being.

Instruments

Experts in questionnaire construction verified three sets of questions modified from various authors. The experts' suggestions were appropriately considered and included when the instrument was finalized. The adopted standardized questionnaire was created in a very comprehensive form with the assistance of expert validators to give the respondents ease and comfort in answering each question and understanding the purpose of the study. The author tested and proved the validity of the questionnaire's contents before it was adopted.

On the one hand, the five-point Likert scale was used for the research variables where one means strongly disagree, and five connotes strongly agree. Jebb et al. (2021) state that the Likert Scale asks respondents to mark a box or leave blank for various items about an attitude, an object, and a stimulus. Treating the number derived from a rating scale as measures by computing averages or, more broadly, any mathematical procedure is usual practice.

The first questionnaire was used to determine the teacher's level of resilience. It was adapted from the study of Friborg et al. (2003) entitled 'A New Rating Scale for Adult Resilience: What are the Central Protective Resources behind Healthy Adjustment?' It comprised five indicators: personal competence (12 statements), social competence (10 statements), family coherence (7 statements), social support (9 statements), and personal structure (5 statements).

In assessing the degree of resilience, the resulting mean scores were interpreted as follows:

Scale	*Range*	*Interpretation*
4.50-5.00	Strongly Agree	It means that the level of teacher's resilience is very high
3.50-4.49	Agree	It means that the level of teacher's resilience is high
2.50-3.49	Sometimes Agree	It means that the level of teacher's resilience is moderately high
1.50-2.49	Disagree	It means that the level of teacher's resilience is low
1.0-1.49	Strongly Disagree	It means that the level of teacher's resilience is shallow

The second questionnaire was used to determine job satisfaction among public school teachers. It was adapted from the study of Malimban et al. (2023) entitled: 'Job Satisfaction Level of K12 Teachers Utilizing Multiple Statistical Tools. The instrument comprises four indicators: security, work environment, job responsibilities, and community attachment/linkages. Each indicator has ten statements.

In evaluating the level of job satisfaction, the following scale was used:

Scale	*Range*	*Interpretation*
4.50-5.00	Strongly Agree	It means that the level of job satisfaction is very high
3.50-4.49	Agree	It means that the level of job satisfaction is high
2.50-3.49	Sometimes Agree	It means that the level of job satisfaction is moderately high
1.50-2.49	Disagree	It means that the level of job satisfaction is low
1.0-1.49	Strongly Disagree	It means that the level of job satisfaction is shallow

The third instrument was used to determine the level of organizational commitment of public school teachers in the Maitum East District. It was adapted from the Organizational Commitment Questionnaire (OCQ) developed by Mowday et al. (1979). It composed of 3 indicators: first, affective commitment, which has six statements; second, continuance commitment, which has six statements; and third, normative commitment, which has six statements.

In evaluating the level of organizational commitment, the following scale was used:

Scale	*Range*	*Interpretation*
4.50-5.00	Strongly Agree	It means that the level of organizational commitment is very high
3.50-4.49	Agree	It means that the level of organizational commitment is high
2.50-3.49	Sometimes Agree	It means that the level of organizational commitment is moderately high
1.50-2.49	Disagree	It means that the level of organizational commitment is low
1.0-1.49	Strongly Disagree	It means that the level of organizational commitment is shallow

Procedure

Data were gathered by the researcher using Igwenagu's (2016) book, "Fundamental of Research Methodology and Data Collection." The researcher followed the following steps. The researcher made a research questionnaire and asked expert validators to validate the instrument. Then, the research asked permission from the Ethics and Review Committee and Graduate School. After the request was granted, the researcher went to the Division of Sarangani's Schools Division Office and requested authorization to carry out the study from the office of the Superintendent of Schools. Then, the researcher prepared for reproduction according to the number of target respondents. After reproducing the questionnaire, the researcher personally explained the Informed Consent Form (ICF) and administered the questionnaire to the respondents. They were given ample time to complete the questionnaires. Afterward, while retrieving questionnaires, the researcher checked if the respondents had accomplished all the items. Finally, the completed questionnaires were summarized, tallied, analyzed, and interpreted.

Data Analysis

The researcher utilized the following statistical tools in treating the gathered data:

Mean. This tool was used to determine the level of teacher resilience, job satisfaction, and organizational commitment of public school teachers in Maitum East District in answer to objectives 1, 2, and 3.

Pearson’s Product Coefficient Moment of Correlation. This tool was used to determine the relationship between teacher's resilience and job satisfaction, teacher's resilience and teachers' organizational commitment, and job satisfaction and organizational commitment in answer to objective 4.

Ethical Considerations

For this quantitative study, a critical ethical factor has specific ramifications. These problems and worries can primarily result from the approach used in this study. The ethical considerations in this research were concerned with the proper conduct of the study, confidentiality, and anonymity. The RMMC Ethics and Review Committee's requirements for ethical consideration were adhered to in this study, especially when it came to the population and data, including but not limited to:

Voluntary Participation. The respondents were free to participate without fear of consequences, loss of benefits, or compensation plans. Therefore, after discussing the study's purpose and benefits, the respondent's rights to provide the body of knowledge were carefully measured and foresighted. The subjects in this study were not coerced into taking part. If people got uncomfortable while participating in the study, they could stop.

Privacy and confidentiality. By the Data Privacy Act of 2012, which safeguards the fundamental human right to privacy, respondents have the right to privacy, which may not be infringed upon without the respondents' informed agreement. Allowing respondents to omit their names from the survey questionnaire is one technique to maintain privacy and confidentiality in this quantitative study. Additionally, secrecy and privacy were achieved by withholding the informants' demographic information, such as age, gender, occupation, and medical condition. As a result, their identity was kept private for security reasons. Their answers to the survey questionnaire were kept private and treated as such.

Informed consent process. Prospective research participants were fully briefed on the study's objectives, methods, and benefits, with

written consent obtained for voluntary participation. Since they were consenting adults, parental consent was not required. Respondents' identities were kept confidential, and they were assured of the option to withdraw from the study at any time. Data gathered were strictly protected, with release subject to informed consent. It ensured participants retained control over their personal information, alleviating concerns about unintended use.

Recruitment. The respondents were informed of why they had become part of the study. The researcher explained the study's goal to the respondents to facilitate further inference and comprehension of its fundamentals. Furthermore, the researcher, who had no power or influence over the respondents did not force them to do the survey.

Risks. If the benefit-risk ratio is acceptable and favorable, research could be done. This study's need to protect the respondents from significant harm is equally essential. Therefore, the study prioritized the welfare of the respondents. Furthermore, the respondents were not harmed since their identity was held confidential. Their security and safety were of the utmost concern. As the researcher, it was ensured that the respondents were socially, emotionally, and physically prepared. In answering the survey questionnaire, the researcher confirmed the respondents did not feel discomfort or awkwardness.

Benefits. This study holds global significance as it has the potential to impact education systems and student outcomes worldwide by examining teachers' resilience. The findings could guide educational policies and practices to help the Department of Education create professional development programs and support structures to increase teacher resilience. Schools Division Superintendents may use these findings to design programs related to teacher resilience, job satisfaction, and organizational commitment, while School Heads can implement activities to strengthen teachers' resilience. Additionally, the study offers opportunities for school leaders to address the responsibilities of the Department of Education during the pandemic. Furthermore, it provides teachers with valuable opportunities to enhance the quality of their teaching and offers researchers a basis and reference for future studies in this area.

Plagiarism. There was no hint or proof that the research had misinterpreted someone else's work. It was run via plagiarism detection programs like Grammarly. Cheerful character and integrity, linked to moral characteristics and ideals, are essential for researchers. To produce a trustworthy research report, the researcher also has to be more knowledgeable about the concept of plagiarism.

Fabrication. The report contained neither a suggestion nor proof that the work had been purposefully misconstrued. There was no intentional misrepresentation of data or results or any falsification of findings. Instead, the investigator utilized and incorporated ideas associated with the data and additional inferential notions.

Falsification. The study did not purposefully misrepresent the work to fit a model or theoretical expectation and had no evidence of overclaiming or exaggeration. The report contained no indication or proof that the work had been purposefully misconstrued. There was no intentional presenting of false findings or falsification of data or results. Instead, the researcher used and integrated concepts related to the data and other inferential ideas.

Conflict of Interest (COI). The study had no trace of conflicts of interest, such as the disclosure of COI, which is a collection of circumstances under which professional judgment regarding primary claims like respondents' welfare or the validity of the research tends to be influenced by a secondary interest such as financial or academic gains or recognitions. Furthermore, the researcher, who had no power or influence over the respondents did not force them to do the survey.

Deceit. The study did not mislead participants about risks. The rights of all involved, especially those educated, are protected to ensure fairness, justice, and equal treatment, which is crucial for maintaining investigation integrity. This safeguards principles like due process and fair trial, preventing miscarriages of justice regardless of educational background. Thus, adherence to reasonable standards was essential.

Permission from Organization/Location. The researcher of this study followed protocols. Upon receiving the signal from the panelists, adviser, and committee of the RMMCERC, the researcher sought approval from the school's division superintendent to conduct the study through a formal letter. Following this, the researcher composed an official letter and attached the school's division superintendent's endorsed letter to the district supervisor and principal of the participating schools in the study. The public elementary school teachers who were part of the study were oriented before administering the survey questionnaire.

Authorship. Ethical authorship guarantees proper recognition of individuals who contributed significantly to the research as authors while excluding those who did not meet the authorship criteria. The researcher took measures to ensure that the study's results accurately represented each contributor's input, promoting fairness and transparency. By adhering to ethical authorship standards, the research outputs upheld their credibility and made a transparent and equitable contribution to advancing knowledge.

Results and Discussion

This section introduces the presentation of data, analysis, and interpretation of the gathered data in the study.

The Level of Teacher's Resilience

Table 2 shows teachers' resilience regarding personal competence, skills and peer support, family cohesion, and spiritual influence.

Data revealed that teachers' resilience in personal competence was high, as shown in the mean of 4.2. It indicates that teachers generally agreed with statements about their abilities, beliefs, and plans. They believed in their abilities and had realistic plans for the future.

Regarding skills and peer support, teachers' resilience was high, as shown in the mean of 4.2, indicating that teachers agreed about their social skills and support from peers. They generally felt confident establishing new relationships and getting support from friends and neighbors.

On the other hand, teachers' resilience in family cohesion was very high, as shown in the mean of 4.6, indicating that teachers strongly agreed about their relationships with family members. Teachers strongly agreed that they have strong bonds with their family, enjoy spending time with them, and have a common understanding of what is essential in life.

Teachers' resilience was high in connection with spiritual influence, as shown in the mean of 4.2, indicating that teachers agreed about their spiritual beliefs and values. Teachers generally agreed on the value of compassion, altruism, and inner peace.

Table 2. *The Level of Teachers' Resilience*

Indicators	Mean n=81	Description
Personal Competence	4.2	High
Skills and Peer Support	4.2	High
Family Cohesion	4.6	Very High
Spiritual Influences	4.2	High

The Level of Job Satisfaction of Public School Teachers

Table 3 presents the level of job satisfaction of public school teachers in terms of security, work environment, job responsibilities, and community attachment/linkages.

Data revealed that public school teachers' job satisfaction level was high, with a general weighted mean of 4.0, indicating that teachers agreed on their job satisfaction. Regarding security, job satisfaction was high, as shown in the mean of 3.7, which indicates that teachers agreed with their salary, benefits, rewards for performance, recognition, and promotion.

Moreover, in terms of work environment, the level of teachers' job satisfaction was high, as shown in the mean of 4.0, indicating that teachers generally agreed that there was a spirit of cooperation among co-workers, they had good working conditions, and their immediate head was responsive to their complaints.

On the other hand, the teachers' job satisfaction regarding job responsibilities was high, with an average score of 4.0. It indicates that teachers generally agreed that they could perform work that matched their abilities and had the opportunity to develop new and improved ways of doing their jobs.

Regarding community attachments/linkages, the teachers' job satisfaction level was high, with an average score of 4.3. It indicates that teachers generally agreed that they can establish a meaningful presence in the community, provide small services to others, and help address community concerns.

Table 3. *The Level of Job Satisfaction of Public School Teachers*

Indicators	Mean n=81	Description
Security (Salary, Benefits, Rewards Performance, Recognition, Promotion)	3.7	High
Work Environment ((Policies, Organizational Structures, Physical, Emotional)	4.0	High
Job Responsibilities (Duties, Moral & Ethics)	4.0	High
Community Attachments/ Linkages	4.3	High

The level of Organizational Commitment among Public School teachers

Table 4 presents the level of organizational commitment among public school teachers in terms of affective commitment, continuous commitment, and normative commitment.

In terms of affective commitment, the level of organizational commitment was moderately high, as shown in the mean of 3.3, which indicates that teachers express conflicting emotions towards the organization. On the one hand, they expressed a strong desire to continue their career with the organization and a deep personal connection with its problems, and they do not feel a strong sense of belonging, emotional attachment, or a sense of being part of the organization's family. Despite these mixed feelings, the organization holds significant personal meaning for them.

Moreover, in terms of continuous commitment, teachers' organizational commitment was high, with a mean of 3.6, indicating that teachers largely concurred with statements about the difficulty of leaving their organization and the limited available alternatives. They expressed a strong sense of obligation and practicality in remaining with the organization, viewing it as a necessity and a personal desire.

On the other hand, in terms of normative commitment, the level of teachers' organization was high, as shown in the mean of 4.2, indicating that educators strongly agreed with the statements related to the sense of obligation, loyalty, and guilt associated with leaving the organization. They strongly expressed their loyalty, sense of obligation, and guilt towards their current organization. They are not obligated to leave and believe the organization deserves their loyalty. They feel a sense of responsibility towards the people within the organization and acknowledge that they owe a great deal to it.

Table 4. *The Level of Organizational Commitment among Public School Teachers*

Indicators	Mean n=81	Description
Affective	3.3	High
Continuous	3.6	High
Normative	4.2	High

Significant Relationship Between Teachers' Resilience and Job Satisfaction

Table 5 presents the significant relationship between teacher's resilience and job satisfaction. Pearson's r was utilized to treat the data gathered.

The results indicate that the computed Pearson's Product Moment Coefficient of Correlation value was 0.79 when teachers' resilience and work satisfaction were examined at the Alpha level. It was 05 with a df of 79. It was more significant than the tabular value of 0.210, which led to rejecting the null hypothesis. The level of teacher resilience significantly influenced the level of teacher job satisfaction.

Table 5. *Significant Relationship Between Teachers' Resilience and Job Satisfaction*

Variables	Df	rxy value n=81		Decision a= 0.05	Analysis
		Computed	Tabular		
Teachers' Resilience Vs Job Satisfaction	79	0.79	0.210	Reject null hypothesis	There is a significant relationship.

Significant Relationship Between Teachers' Resilience and Organizational Commitment

Table 6 presents the significant relationship between teacher resilience and organizational commitment. Pearson's r was used to analyze the gathered data.

The table indicates that the computed Pearson's Product Moment Coefficient of Correlation value was 0.81 when the degree of organizational commitment and teacher resilience were examined at the Alpha level. It was 05 with a df of 79. This value was more significant than the tabular value of 0.210, which caused the null hypothesis to be rejected. Teachers' resilience highly impacted their degree of organizational commitment.

Table 6. *Significant Relationship Between Teachers' Resilience and Organizational Commitment*

Variables	Df	rxy value n=81		Decision a= 0.05	Analysis
		Computed	Tabular		
Teachers' Resilience Vs Organizational Commitment	79	0.81	0.210	Reject null hypothesis	There is a significant relationship.

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The Significant Relationship Between Teachers' Job Satisfaction and Organizational Commitment

Table 7 presents the significant relationship between job satisfaction and organizational commitment. The data was analyzed using Pearson's r.

The table indicates that the computed Pearson's Product Moment Coefficient of Correlation value was 0.80 when the degree of organizational commitment and work satisfaction was assessed at the Alpha level. It was 05 with a df of 79. It was more significant than the tabular value of 0.210, which led to rejecting the null hypothesis. The level of job satisfaction significantly influenced the teacher's organizational commitment level.

Table 7. *The Significant Relationship Between Teachers' Job Satisfaction and Organizational Commitment*

Variables	Df	rxy value n=81		Decision a= 0.05	Analysis
		Computed	Tabular		
Job Satisfaction Vs Organizational Commitment	79	0.80	0.210	Reject null hypothesis	There is a significant relationship.

Level of Teachers' Resilience

The level of teachers' resilience was very high in terms of family cohesion while high in personal competence, skills and peer support, and spiritual influences.

An agreed personal competence indicates that teachers' resilience was high. Encompass an individual's beliefs about their abilities and capacity to achieve goals. Teachers asserted self-confidence, ability to overcome challenges, and belief in problem-solving skills. Teachers felt comfortable in social situations and have a positive outlook for the future, trusting their judgment and decision-making abilities. Overall, the teachers had a high sense of self-worth and a clear vision for the future.

This assumption paralleled the study of Sudarwanto & Sulistyowati (2019) that there are clear indications of high personal competence among teachers, as they consistently demonstrated a strong proficiency in managing their thoughts, emotions, and behaviors to promote their well-being and effectiveness in the educational setting. Their ability to navigate and handle various challenges and responsibilities confidently and effectively reflects personal competence that significantly influences their success and impact as educators.

Agreed skills and peer support indicate that teachers' resilience was high. Teachers displayed a diverse skill set and enjoy peer support that facilitated positive social interactions and the ability to establish new connections and friendships across various settings. They maintain close, caring relationships with friends and family. Teachers are highly adaptable in new social environments, quickly navigating different settings, and bring humor and sociability to conversations, fostering a sense of enjoyment and laughter. They also benefited from a supportive network of friends and neighbors willing to assist as needed, showcasing flexibility in various social situations. Teachers' strong relationships with both men and women underscored their capacity for positive interpersonal connections. Their skills and supportive social networks promoted positive interactions and meaningful connections.

This assumption parallels the study of Koukis and Jimoyiannis (2019), who found that collaborative learning environments enhanced teachers' skills and allowed for peer support, leading to improved teaching practices and increased job satisfaction. The authors also suggest collaboration was an effective way to promote teacher development.

A strongly agreed family cohesion indicates that teachers' resilience was very high, meaning that teachers exhibit personally solid attributes and behaviors. Had a strong bond with my family and enjoyed spending time with them. A strong loyalty towards family was also evident, as a positive outlook even during difficult times. Teachers were skilled at finding everyday family activities and shared a common understanding of what was important in life. Conflicts with family were few, indicating a harmonious relationship. The individual's positive attitude, loyalty, shared understanding, and ability to find everyday activities contribute to solid family cohesion.

This assumption parallels the study by Ugwu et al. (2022) that teachers who received strong family support were more effective at promoting parental involvement in their student's education. Additionally, teachers who felt supported by their families reported greater job satisfaction and effectiveness. Moreover, teachers who received strong family support were more effective at creating a positive classroom climate and preventing bullying.

An agreed spiritual influence indicated that teachers' resilience was high. Teachers demonstrate a solid connection to spiritual influences, as evidenced by personal attributes and beliefs they exhibited compassion and altruism towards others and value establishing positive relationships with themselves and others. Teachers reported a sense of inner freedom, well-being, and peace of mind, and were able to find hope even in difficult situations and expressed a strong appreciation for the value of things in life.

This assumption parallels the study of Aboobaker et al. (2019), which found that spirituality is an essential factor in teacher well-being

and effectiveness. It was associated with increased job satisfaction, commitment, and personal fulfillment. Additionally, they found that incorporating spiritual dimensions into teacher education programs can promote a holistic and integrated approach to teaching.

Level of Job Satisfaction of Public School Teachers

The level of job satisfaction of public school teachers was high in terms of security, work environment, job responsibilities, and community attachment.

Agreed security indicates that the level of job satisfaction of public school teachers was high, meaning that teachers generally expressed satisfaction with their job security, particularly regarding salary, benefits, and promotion opportunities. However, some had reservations about their pay. They remained optimistic about promotion chances and perceived the benefits as favorable. However, there were some reservations about the level of recognition and rewards for their efforts, and they only moderately agreed that they received full credit for their work. Nevertheless, teachers took pride in their work and believed their jobs offered a secure future. They also held an optimistic outlook regarding opportunities for advancement within the organization.

This assumption parallels the study of Baluyos et al. (2019), which identified teacher job security as a crucial factor in teacher retention. Studies have shown that job security is a significant predictor of teacher turnover, and teachers who feel more secure in their jobs are more likely to remain in the profession. Also, teachers in smaller or rural schools may need more job security than those in larger or urban schools due to funding and resource disparities.

An agreed work environment indicated that the teachers' job satisfaction was high. Teachers were satisfied with the work environment in their current job. They feel that they follow the policies and practices of the school, their head and they understand each other, there is a spirit of cooperation among co-workers, their immediate head trains subordinates well, there is a feeling of accomplishment from the job, and their immediate head takes care of complaints. However, the employee only moderately agrees that the working conditions were good and feels room for improvement. Overall, the positive team dynamic, communication, and support from management contribute to their job satisfaction.

This assumption parallels the study of Sunarsi (2019), which found that schools' work environments can significantly impact teacher job satisfaction and retention rates. Several essential elements can significantly impact the teacher's work environment and job satisfaction, including the physical environment, social environment, leadership, workload, professional development, and rules and procedures within the school. Teacher job satisfaction and retention rates can be raised by being aware of and acting on these variables.

An agreed job responsibility indicates that job satisfaction among public school teachers was high, meaning that teachers generally expressed satisfaction with their job responsibilities and duties and aligned their work with moral and ethical standards. They felt their roles allowed them to utilize their abilities, grow, and make a meaningful impact. Teachers were comfortable offering guidance to co-workers, exercising their judgment, and did not feel they were compromising their integrity. However, they moderately agreed that opportunities to connect with influential individuals were limited and had some reservations about potential harm to co-workers due to their job responsibilities. In summary, teachers were content with their job responsibilities and found their work meaningful and fulfilling.

In the study by Kasalak and Dagyar (2020), teachers often report high levels of job satisfaction when they feel that their job responsibilities allow them to effectively utilize their skills and abilities. Teachers who have autonomy in their classrooms and can be creative in their teaching tend to report higher levels of job satisfaction. Also, teachers who are overburdened with workload and responsibilities tend to report lower levels of job satisfaction and higher levels of burnout.

An agreed community attachment/linkage indicated that the job satisfaction level was high. Teachers felt optimistic about their community attachments and linkages through their current jobs. They felt valued and respected as a community member and were willing to engage with and involve the community in their work. Teachers desired to contribute positively to their community and were willing to participate in community outreach programs. They felt supported by their leadership in addressing community concerns and were proud of the social position associated with their job. Overall, teachers had a strong sense of community attachment and a desire to impact their community through their jobs positively.

According to Widodo and Allamnakhrah (2020), community attachment and linkages are essential aspects of teacher job responsibilities that can significantly impact job satisfaction, commitment, and student outcomes. Teachers may establish community ties and foster a feeling of community attachment by involving themselves in the local community, volunteering, forming partnerships, and communicating effectively with parents and families.

Level of Organizational Commitment among Public School Teachers

The level of organizational commitment among public school teachers was high in terms of continuous and normative, while moderately high in affective.

A sometimes agree affective indicates that the level of organizational commitment was moderately high, meaning that teachers had a strong emotional connection to their organization, feeling committed, invested, and content with the idea of a long-term career there. They enjoyed camaraderie with colleagues and valued the organization's significance. However, there is room for improvement in

enhancing feelings of connectedness and inclusion. Their positive emotional attachment to the organization could positively impact their job satisfaction and motivation.

Based on the study of Demir (2020), it has found that teachers with high levels of affective commitment tended to experience higher levels of job satisfaction, were more motivated to perform well, and were more likely to remain with their organizations. Teachers with high levels of affective commitment also tend to have positive attitudes towards their organizations and are likelier to participate in activities that contribute to their organization's success.

Furthermore, an agreed continuous commitment indicated a high organizational commitment level. Teachers felt some obligation and dependence on the organization but also perceived barriers and limitations to leaving. They felt that leaving would disrupt too much of their life and may have felt that they needed more viable alternatives outside the organization. However, they also expressed some openness to exploring other options and acknowledged that they might have considered working elsewhere if they had yet to invest so much into the organization. Overall, their leveled continuous commitment was mixed and may have been influenced by various factors.

According to Ahmed (2019), research has shown that teachers with high levels of continuous commitment tend to stay with their organizations longer, even when dissatisfied with their jobs or have opportunities to work elsewhere. However, the research suggests that continuous commitment may only sometimes lead to positive outcomes for teachers or their organizations. For example, teachers who stayed with their organizations primarily because of continuous commitment may experience burnout, decreased job satisfaction, and reduced performance.

Furthermore, an agreed normative commitment indicated a high organizational commitment level. Teachers had a strong sense of loyalty and obligation to the organization and perceived leaving as a breach of trust or a moral failing. They felt a debt of gratitude or obligation to the organization and a sense of responsibility to their colleagues or students. The organization deserves their loyalty, and they would feel guilty if they left. They feel a strong attachment or sense of duty to the organization.

In the study conducted by Mwesigwa et al. (2020), research showed that teachers with a high level of normative commitment to their organization are likelier to stay in their current job and are less likely to engage in absenteeism or turnover. This type of commitment is associated with a sense of obligation or responsibility towards the organization and the belief that the organization deserves loyalty. Teachers with high normative commitment often feel a strong sense of moral obligation to stay with their organization, even if they have better job offers elsewhere or are dissatisfied with certain aspects of their job.

Significant Relationship Between Teachers' Resilience and Job Satisfaction

The results indicate that the computed Pearson's Product Moment Coefficient of Correlation value was 0.79 when teachers' resilience and work satisfaction were examined at the Alpha level.05 with a pdf of 79. It was more significant than the tabular value of 0.210, which led to rejecting the null hypothesis. The teacher's resilience significantly influenced the teacher's job satisfaction level.

In contrast to instructors who did not get the training, Richards et al. (2020) found that teachers who got resilience training experienced reduced burnout levels and better work satisfaction. Similarly, educators with higher resilience scores also expressed greater work satisfaction. Additionally, a favorable correlation was found between teacher resilience, work satisfaction, and desire to continue in the field.

Significant Relationship Between Teachers' Resilience and Organizational Commitment

The table indicates that the computed Pearson's Product Moment Coefficient of Correlation value was 0.81 when the degree of organizational commitment and teacher resilience was examined at the Alpha level. It was 05 with a df of 79. It was more significant than the tabular value of 0.210, which led to rejecting the null hypothesis. The level of teacher resilience significantly influenced the level of teacher organizational commitment.

The study conducted by Meng et al. (2019) claims that resilience is a critical factor in teacher job satisfaction and can help teachers cope with the stress and challenges of their job. More resilient teachers tended to have a more positive outlook and better manage stress, which could lead to a greater sense of commitment to their organization. Resilient teachers tend to be more committed to their organization, improving teacher well-being, retention, and overall organization effectiveness.

The Significant Relationship Between Teachers' Job Satisfaction and Organizational Commitment

When organizational commitment and work satisfaction were examined at the Alpha level, it was 05. The calculated Pearson's Product Moment Coefficient of Correlation value was 0.80 with a df of 79. It was more significant than the tabular value of 0.210, which led to rejecting the null hypothesis. The level of job satisfaction significantly influenced the teacher's organizational commitment level.

It is widely acknowledged that all school personnel function as an organization. Teachers are the most numerous members of this organization in Turkey. Organizational commitment is a concept that encompasses characteristics such as defending organizational values, accepting organizational goals, being willing to work for the organization, and continuing to work in the organization. Teachers' organizational commitment is described as involvement in their school and strongly identifying with it. Measuring teacher productivity is challenging, so teachers' knowledge and experience are regarded as the source of successful education (Britt et al., 2016; Loan, 2020;

Mustafa et al., 2020).

Conclusions

The information acquired led to the establishment of the following conclusions: The teacher's resilience was very high in terms of family cohesion while high in terms of personal competence, skills and peer support, and spiritual influences. Moreover, the teacher's job satisfaction level was high regarding security, work environment, job responsibilities, and community attachments/linkages. Further, the teacher's organizational commitment was high in affective, continuous, and normative domains. Furthermore, there was a significant relationship between teachers' resilience and job satisfaction, teachers' resilience and organizational commitment, and job satisfaction and organizational commitment. The implications suggest that enhancing teacher resilience through family support, personal skills, peer support, and spiritual influences can lead to increased job satisfaction and stronger organizational commitment. This, in turn, can contribute to a more stable and motivated teaching workforce, benefiting overall educational outcomes.

The following recommendations below were formulated based on the conclusion of the study:

First, the Department of Education may consider implementing measures to address concerns related to teacher security, such as salary, benefits, recognition, and promotion. The department may offer competitive salaries, benefits, and promotion opportunities and recognize teachers' contributions in the workplace. In addition, to maintain a significant relationship between teacher's resilience and job satisfaction, the Department of Education may provide ongoing professional development opportunities for teachers to enhance their resilience skills and promote self-care. Offer mentoring programs or support networks where experienced teachers could guide and support their colleagues.

Additionally, school administrators may promote teacher well-being by encouraging peer support networks, providing resources for personal competence and skills development, prioritizing work-life balance policies, recognizing the importance of spiritual influences, and offering resources and support for teachers to explore their values and beliefs.

Similarly, administrators should foster a helpful and encouraging work atmosphere where educators feel appreciated and recognized for their accomplishments. Teachers could be involved in decision-making processes that directly affect their job, which could be accomplished through public recognition, prizes, or appreciation ceremonies. Encourage their active participation in shaping school policies, curriculum development, and other important decisions. Teachers' voice and influence in decision-making enhance their sense of ownership and job satisfaction.

Further, to maintain the significant relationship between teacher's resilience and organizational commitment, school heads may recognize and appreciate teachers' efforts and accomplishments. Celebrate their successes, whether through public recognition, awards, or appreciation events. Acknowledge their contributions to the organization and create a positive work environment where they feel valued and motivated.

Moreover, teachers may promote their well-being by developing a more substantial commitment to their organization by increasing their sense of belonging and emotional attachment, assessing their career goals and developing a plan for professional development and advancement, taking pride in their work, and recognizing their impact on students and the community.

Lastly, this study's results provided a framework for further extensive and in-depth research on factors not included.

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Affiliations and Corresponding Information

Cheryl Ruth D. Bacolod
Ramon Magsaysay Memorial Colleges – Philippines

Cornelio R. Rollo
Ramon Magsaysay Memorial Colleges – Philippines

Geraldine D. Rodriguez
Ramon Magsaysay Memorial Colleges – Philippines